**Text-dependent questions checklist\***

*Use the questions below as a checklist to help you write high-quality text-dependent questions, evaluate text-dependent questions, and guide discussions and feedback with your coach and group.*

**Other resources to help craft text-dependent questions:**

* “Creating text-dependent questions” tutorial (watch [here](http://uds.ak.o.brightcove.com/1257553535001/1257553535001_2328342975001_Text-Dependent-Question-tutorial.mp4)).
* Guide to creating text-dependent questions from Student Achievement Partners (download [here](http://www.achievethecore.org/index.php/download_file/129/133/))

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| ✔ | **Criteria** | **Notes/comments** |
|  | Are the questions truly text-dependent? (Do they require the student to read the text to answer the questions?) |  |
|  | Are the questions logically grounded in the text? (Can they be answered by careful reading of the text, or do they require background knowledge?) |  |
|  | Is it clear to students that they must use evidence from the text to support their claims?  (Standard 1) |  |
|  | Do the questions provide appropriate scaffolding so that all students can understand what is being asked? |  |
|  | Do the questions linger over the trickiest parts of the text, providing students with multiple opportunities to explore and interact with those parts? |  |
|  | Are the questions being asked worthwhile and worthy of further time and exploration? |  |
|  | Do the questions provide students with the opportunity to use academic and domain-specific vocabulary in context? When possible, do some of the questions go beyond just asking about the vocabulary but also explore some aspect of the text? |  |
|  | Is there a sufficient range and diversity of questions matching the complexity of the text? Do the questions address components of both the “Key Ideas and Details” Standards as well as “Craft and Structure” standards? |  |
|  | Are the questions sequenced in a logical , coherent progression that gradually builds towards a key understanding? |  |
|  | Do the questions sequenced earlier in the seriesprovide students with the opportunity to build confidence and gain understandings that will be put to use to answer later questions? |  |
|  | Are the questions appropriately aligned to a Common Core Standard at the right grade-level? |  |
|  | Do the questions leave out any key ideas, or pivotal understandings in the text? |  |